Access Agreement

2012-13

www.ioe.ac.uk

Introduction

The Institute is a self-governing College of the University of London, and offers a unique breadth of teaching and research in education and related areas of social science and professional practice. The Institute's student profile is overwhelmingly postgraduate.

In 2009/10, the total student body at the Institute of Education was 3,190 FTE, of which only 8% was studying at Undergraduate level, including Foundation Degrees and short course accredited provision at Level 6. 76% of the IOE student body was studying for post-graduate taught provision, including one of the largest PGCE cohorts in the capital. The remaining 17% was studying for postgraduate research qualifications.

Within the undergraduate cohort, the IOE's provision is largely part-time, reflecting the nature of the cohort and the professional focus of our programmes. For the purposes of this access agreement therefore, only the Institute's two full-time Foundation Degree programmes are covered. Post-compulsory PGCEs, part-time and TDA-funded PGCE students are outside the scope of this Access Agreement pending legislative changes expected later in 2011. The IOE does offer a full-time Bachelor of Education top up route for Foundation Degree students, although intake subject to the new fee regime will not flow through the system until 2014-15 at the earliest and is therefore not covered under this agreement until the next annual revision.

The Institute of Education is planning to offer, from 2012-13, a new range of full-time undergraduate degrees. These degrees are subject to approval by the Funding Council for student numbers, hence we are signalling our intention here for clarity regarding fee arrangements.

The context for widening participation at the Institute of Education

Given its mission and the overwhelmingly postgraduate nature of its provision, the Institute's work is not reflected in many of the performance indicators so far developed by the HE sector for access and participation. It is nevertheless committed to equality of opportunity for all current and potential students, including the mature and part-time entrants who make up the majority of its student body. Through its taught programmes, research and third stream activity, the Institute also seeks to make a positive contribution to initiatives across the sector, although these may not result in direct recruitment to its own courses.

The Institute's key objectives for widening access and participation are set out in its Corporate Plan and Widening Participation Strategic Assessment, and include:

- broadening its student, and staff, profile and providing further opportunities for participation through the development of more flexible course structures and modes of delivery;
- enhancing further its student support systems, and ensuring that academic support and other services facilitate progression and completion;
- contributing to regional and national developments supporting wider access to HE and other phases of education. This includes, for example, continued work with the Institute's partner schools and colleges - particularly in those areas where there is currently a low participation rate in HE – and the development of research and teaching in priority areas such as adult basic skills;
- implementing its Race Equality Policy and associated action plan;
- enhancing access for students with disabilities and supporting their successful progression and completion.

Further information on the broad range of activities in support of the Institute's mission are provided in the IOE Widening Participation Strategic Assessment, alongside which this Access Agreement should be read.

The Institute of Education Student Population

The Institute of Education's curriculum is largely based on professional study linked to learners' areas of work. Students come from a wide range of employment backgrounds – education, health and social care, local and national governments, charities, and voluntary organisations, as well as the commercial world.

The professional focus of our curriculum, combined with the emphasis on post-graduate study, means that overwhelmingly students at the IOE are mature, already in employment settings and likely to be studying part-time.

Given that so many of the Institute's students are undertaking post-graduate study and already in employment, our widening participation objectives are not best achieved through a focus on young entrants from state schools and low participation neighbourhoods, or on socio-economic indicators. Rather our objectives and targets have been drawn from areas of specific under-representation within the IOE student body as a whole.

Students with disabilities at the IOE make up approximately 5% of the total student cohort. This is below national average (according to data drawn from the heidi database) for the sector at 7.3%.

Percentage of students declaring a disability, all modes, all levels of study.

		2007/08	2008/09	2009/10	2010/11
Sector	Disabled	7.2%	7.4%	7.4%	
	No known disability	84.7%	84.7%	87.1%	
	Not known	8.1%	7.9%	5.5%	

		2007/08	2008/09	2009/10	2010/11
IOE	Disabled	5.0%	5.1%	5.3%	4.5%
	No known disability	82.3%	93.6%	91.8%	93.7%
	Not known	12.6%	1.3%	3.0%	1.8%

Source: Higher Education Information Database for Institutions and IOE student data

We recognise that the above is reflective of the post-graduate nature of the Institute's students, where disabled students studying at post-graduate level are under-represented in the sector as a whole. However, the IOE is committed to increasing the participation of disabled students within its student body more generally, and recognises that participation starts at undergraduate level. This is reflected in the enrolment data for the IOE's foundation degree programmes where the student population is more diverse:

Foundation Degree	2008/09	2009/10	2010/11
Disabled	13.1%	13.2%	9.5%
Not Disabled	85.0%	85.1%	89.5%
Not known	1.9%	1.7%	1.1%

Source: IOE student data

Nonetheless, early data for the Foundation Degree intake in 2010/11 shows a slight drop in the number of students declaring a disability. Our objectives therefore are centred around improving the rate of participation by disabled students in IOE programmes, and supporting them to successfully complete their studies.

In comparison to the sector, across all modes and all levels, the IOE recruits a highly diverse student body in terms of ethnic origin. Students from BME backgrounds make up some 23% of the IOE student body, compared to 17% in the sector as a whole.

Percentage of students from BME backgrounds, all modes, all levels of study

	Ethnicity	2008/09	2009/10	2010/11
Sector	Non-BME	78.7%	78.9%	
	BME	17.1%	17.5%	
	Not Known	4.2%	3.6%	

	Ethnicity	2008/09	2009/10	2010/11
IOE	Non-BME	68.3%	61.1%	65.3%
	BME	24.6%	23.2%	23.5%
	Not Known	7.1%	15.7%	11.2%

Source: Higher Education Information Database for Institutions and IOE student data

However, when comparing the diversity of the IOE student body in relation to London HEIs as a group, the IOE is lower than the sector average for enrolment of BME students, where the London HEI average is approximately 43%.

		2008/09	2009/10
London HEIs	Non-BME	52.1%	51.9%
	BME	43.1%	43.3%
	Not Known	4.8%	4.8%

Source: Higher Education Information Database for Institutions

Again, this is likely to be reflective of the IOE student body given the high proportion of students undertaking post-graduate study where students from BME backgrounds are under-represented. On our Foundation Degrees in 2009-10, the percentage of students from BME backgrounds was approximately 41%. This is still marginally lower than the London average however, hence our strategic approach to focussing our efforts on this cohort of students specifically.

1. Fee limits

The new fee regime relates to two full time programmes at the Institute:

- The Foundation Degree in Working with Children: Education and Well-being
- The Foundation Degree: Professional Practice in the Lifelong Learning Sector

For both of these programmes, the Institute will seek to maintain the unit of resource at a level of £7,500 per full time student, per annum. At present, it is assumed that government teaching grant support for these programmes will cease, meaning that the full £7,500 resource will be met from tuition fee income.

The fee of £7,500 is fixed for 2012-13 entry. In line with our normal practice however all fees will be reviewed annually, and although it is anticipated that the fees will remain at £7,500 per annum, plus an allowance for inflation, for new entrants in 2013-14 and beyond, we will conduct a full market appraisal after the first year to establish the impact that the loss of teaching grant funding has on covering our cost base for these and any other relevant programmes. We have priced the programmes competitively, recognising the constraints on Local Authority employers in a tight fiscal climate. As other aspects of the IOE taught portfolio become clearer, we may seek approval from the Office for Fair Access to increase the fees to the maximum allowable level for 2013-14 entrants and beyond.

Although the 2014-15 intake on the BA/BEd top up year are not covered under this agreement, in the interests of transparency for those Foundation Degree students commencing their studies in 2012-13 the fee for the BA/BEd top up year is confirmed as £7,500.

Although the Institute of Education does not currently offer a full-time, three year degree, we are exploring options to do so from 2012-13. The tuition fee for these programmes will be set, as above, at £7,500 per annum. Delivery of these programmes is subject to approval of additional student numbers by the Funding Council. Should the Institute be successful in securing these additional numbers, the income and expenditure targets, and the activity targets set out in sections 3 and 4 below will be revised accordingly.

2. Additional Access Measures

Given the predominantly post-graduate, professional nature of the IOEs provision, there is a limit to which the IOE can widen participation to its own programmes. With this is mind, the Institute's Access measures relate predominantly to supporting current students in completing their studies and progressing to further study where appropriate.

Academic Provision and support for non-traditional entrants

The IOEs student body is almost entirely mature, and most often already based in employment settings. This brings with it particular challenges to ensure that students are supported fully, provided with flexible modes of delivery to enable them to balance the demands of academic study alongside demands of working life.

Although small aspects of the Institute's academic offering, the Foundation Degrees and their related BEd/BA top-up route are fundamental to the IOEs contribution to widening participation.

To ensure that the programmes are accessible, particularly to mature learners who may have missed out on the opportunity to enter HE through traditional routes, the Institute sets entry criteria which are based on a requirement of NQF level 3, rather than traditional A-Levels, as well as based on relevant employment experience.   The IOE Foundation Degrees contribute to widening participation and lifelong learning by encouraging participation of learners who may not previously have considered studying for a higher level qualification. Academic knowledge and understanding is integrated with the development and support of vocational skills and competencies. The Foundation Degrees have the defining characteristics of employer involvement, accessibility, articulation and progression, flexibility, partnership, and the development of knowledge skills and understanding.

It is also recognised that the students studying for our Foundation Degrees may have particular academic support needs following extended periods of time away from formal study. We have therefore integrated within the academic structure of the Foundation Degrees the core module "Understanding professional and academic texts". This module is designed to re-introduce learners to the conventions of academic texts and prepare them with the skills required for higher level study.

The Institute is currently engaged in a thorough review of its post-graduate taught curriculum. An emerging outcome of this review is to reshape the Institute's provision to enable students to study in a far more flexible fashion with an increasing degree of modularity in professional specialisms. This part-time, fully flexible delivery model will enable students to pace their studies in a manner which fits with their day-to-day lives thus opening up opportunities for students to study in a manner which is affordable over a long period of time. The impact of higher level graduate indebtedness on post-graduate taught provision is as yet untested. We believe that flexible delivery will play an important role in ensuring that no student, regardless of their circumstances, feels unable to engage in higher level study as a result of higher graduate repayments from 2015/16.

Collaborative Outreach Work

Recognising that there is a limit to how far the Institute can genuinely widen participation to its own programmes, there remains a commitment to contribute to and support outreach activity for under-represented groups more broadly.

During the transitional year, the Institute will be exploring a range of collaborative opportunities to ensure maximum value can be secured from bringing together expertise across outreach activities.

The IOE has expressed an interest in supporting the work of the Access HE initiative and will work, during the transitional year, to identify opportunities for adding value to planned work with students. Such opportunities are likely to include:

- specific CPD work with teachers;
- provision of venue facilities for large 'expo' events reaching a high number of learners;
- collaboration on longitudinal data analysis;
- joint research projects on inclusion and social mobility.

The Institute will also be exploring opportunities for collaborative work across the Bloomsbury consortium (SOAS, the School of Pharmacy, Birkbeck and RVC). The group has met to consider options which are based upon the strengths of the respective institutions and could form a cost-efficient approach to outreach. Opportunities for collaboration may include:

- A shared post to co-ordinate links with schools building on the practices of Aimhigher;
- Collaborative approaches to data combining data resources from individual HEI interventions to provide a rich analysis, and enable longitudinal tracking across Bloomsbury interventions;
- Combining interventions from different HEIs to form a complete learner progression framework with target schools;
- Access to individual networks for the benefit of the whole Bloomsbury Group, as well as hosting of wider London WP networks
- Sharing of best practice and dissemination of research findings within the group, for example looking at retention, or recruitment of mature students; and
- Embedding WP work within existing shared structures, e.g. making use of the Bloomsbury Learning Environment to support learners.

It is also recognised that to achieve sustainable change and improvement within schools, working with teachers to widen access, and to raise the attainment and aspirations of the learners in their care is critical to securing long term effectiveness. During this transitional year, we will therefore also explore opportunities for collaboration with UCL to support teachers in target schools through a range of continuing professional development activities.

Strategic Partnerships

The IOE, along with Queen Mary, University of London, King's College London and the University of East London, is a partner in the St Paul's Way Trust. The St Paul's Way Trust school is based in Tower Hamlets, one of London's most deprived boroughs with a low HE participation rate. A range of access related interventions are planned to provide advice and guidance to learners, as well as supporting teachers in raising attainment through bespoke CPD interventions. Delivery of this work is due to start in the summer term of 2011.

As the IOE develops its strategy in the light of the Schools White Paper "The Importance of Teaching" similar opportunities to combine the IOEs excellence in professional development for teachers alongside a programme of outreach for their learners will emerge although delivery targets have not, as yet, been set for the number of partnerships or the types of interventions.

Student retention and success

While the IOE is primarily a postgraduate institution, it takes seriously its responsibility to recruit a diverse student body and to ensure that the range of student needs are well catered for in terms of academic, social and personal support. In this way the IOE can ensure that students progress effectively through the Institute, into or alongside successful careers. Retention is a vital part of managing the student experience, particularly that of a diverse student body.

The average age of students studying at the IOE is higher than that of most multi-faculty universities with significant undergraduate populations. IOE students are also predominantly part-time and have much greater personal and professional demands than typical undergraduates. The provision of appropriate and adequate support to, and flexible arrangements for, IOE students is therefore of paramount importance.

The IOE therefore intends to target its work so that:

a) There is continuing feedback from students on how they feel about their programmes and the facilities and services provided by IOE.
b) Students are encouraged to take up appropriate services in order to maximise their chances of successful completion.
c) The IOE continues to provide high quality specialist/professional services for the varying needs of its students.

The aim of the IOE's Retention Strategy is to improve student progression (including progression from undergraduate to postgraduate and masters to doctoral study), retention and academic success. The IOE will achieve this through the provision of:

- Pre-programme information and advice for students on their choice of programme.
- Accurate marketing and publicity material.
- Comprehensive and relevant induction for new students.
- An effective personal tutor scheme
- Excellent teaching.
- Access to appropriate and timely study skills.
- Provision of high quality library and computing services accessible remotely.
- A range of programmes and support in English for Academic Purposes.
- Personal and social support.
- Access to financial support services.
- Specialist support for international students.
- Specialist disability advice and support.
- Access to careers advice, information and guidance at an early stage.
- Advice and guidance to staff on the strategies and underlying influences on retention.
- Monitoring student progression and achievement in order to identify and, where possible, reduce, barriers to retention.

Financial support for students

We recognise that financial issues are particularly of concern to most mature learners, as many have additional responsibilities, or may have taken reduced employment to undertake their studies at the IOE. It is also the case that the majority of our Foundation Degree students are funded, or part-funded by their employer, thus reducing the overall tuition fee draw down from the Treasury in the form of student loans.

Our student finance package therefore will be concentrated on providing scholarships to students from the range of groups we have identified as currently under-represented in the IOE student body. To that end the IOE will:

- Participate in the National Scholarship programme, providing annual matched funding equivalent to the Government contribution (currently £9,000 in 2012-13). Students who are sponsored by their employer should note that they are ineligible for support from the national scholarship programme, in accordance with government-set criteria.
- Offer a means-tested IOE scholarship of £1000 to 30 eligible students from under-represented groups.
- Introduce a progression scholarship (likely to be in the region of £500) in the form of a fee waiver for students from under-represented groups who go on to undertake further study at the IOE on completion of their course.

Under-represented groups at the IOE include:

- Male students undertaking a Primary PGCE
- Students eligible for full student support
- Students eligible for a dependent's grant
- Students eligible for Disabled Student's Allowance
- Students from low-participation neighbourhoods
- Students from a minority ethnic group

The Institute has a dedicated Fees and Funding Officer to provide all prospective students with clear guidance on tuition fee levels and give clear guidance on the bursaries and scholarships supported from additional fee income, and other forms of financial support. This information is also available through the Institute's prospectus, web-pages and other marketing materials. The Fees and Funding Officer is based within the Information, Advice and Student Support team which exists to refer students to other sources of useful information, to provide enhanced specialist support and to give advice to prospective and registered students on an individual basis. The specialist support services for disability, welfare and accommodation will focus in particular on underrepresented groups and those at greatest risk of non-completion. We plan to maintain our financial commitment in the resourcing required to provide an effective support service to such students.

3. Expenditure on additional access measures

The income and expenditure set out in this Access Agreement relates to that received and expended on the two Foundation Degrees only. To calculate the expenditure on access measures which relate to this cohort, we have pro-rated the total expenditure on the access measures and financial support described above by eligible student FTE. The eligible expenditure is therefore summarised as follows:

	2011-12	2012-13	2013-14	2014-15	2015-16
Total Fee Income £	£3,506,625	£706,875	£895,875	£1,080,000	£1,095,000
Fee income above the basic fee £	£2,109,170	£256,550	£234,730	£216,000	£219,000
National Scholarship Scheme expenditure £		£18,000	£36,000	£54,000	£54,000
Spend on other financial support for students £	£225,000	£29,184	£17,326	£16,995	£17,377
Spend on outreach £	£240,309	£5,000	£5,000	£5,000	£5,000
Spend on retention measures £		£14,213	£14,597	£20,473	£20,983
Total spend £	£465,309	£66,397	£72,923	£96,468	£97,360

The activities described in section 2 above, and their associated expenditure in section 3, represent new types of outreach activity for the IOE which will be developed over the course of the 2011-12 academic year.

4. Targets and milestones

The IOE student population is highly diverse for a predominantly postgraduate institution. Compared to the sector, in 2009-10 the IOE had a high proportion of female students (74% compared to 56% nationally), as well as a higher than national average proportion of BME students across the full student cohort (23% compared to 20%).

Specifically in relation to our Foundation Degrees, the Institute has identified the following performance targets:

BME students - recruitment

The IOEs performance in terms of recruiting BME students to the Foundation Degrees appears to be ahead of national trends for full time "other undergraduate programmes" (OUG, as defined by HESA) by some margin. In 2009-10, HESA data for the sector shows that some 18% of full time other undergraduates were from black and minority ethnic groups. In the same year, the proportion of black and minority ethnic students undertaking the two foundation degrees at the IOE was 39%. Early data for 2010-11 shows a slight decline on this figure (at 32%).

It is recognised however that the performance here may be skewed by the Institute's location (in London). Nonetheless, we remain committed to ensuring that our student cohort remains highly diverse and will seek to retain this performance across the five year period. Specifically, our target is to retain our performance at 60% higher than HESA sector actuals for OUG students.

BME students - retention/completion

We have recognised however that completion rates on the Foundation Degree programmes vary between BME and non-BME students. The programmes are relatively new, and thus forming a trend baseline is not yet possible, but in 2009-10 some 27% of the eligible cohort of BME students successfully completed their programme within the expected period of study, compared to 34% for non-BME students. We will therefore aim to ensure that completion rates are equitable across the expected period of study of two years, for all students, reviewing this target annually as performance improves. Where students are unable to complete within two years, we will ensure that opportunities to progress to a third year of study are available, rather than allowing the enrolment to lapse.

Disabled students - recruitment

Although our conversion from Foundation Degree applications to enrolments for students with disabilities compares favourably to students without disabilities (80% conversion, compared to 55% conversion), the proportion of students with disabilities on the foundation degrees dropped from 15% in 2008-09 to 7% in 2009-10 which was below the sector average for comparable programmes in the Education cost centre according to HESA data for the year.

This is likely to be a feature of the professional nature of the programmes, with participants already in employment settings. Nonetheless, we will work with Local Authorities to ensure that students with disabilities are proactively encouraged to participate in the programme and set ourselves a target of 10% of the foundation degree cohort to comprise of students declaring a disability by the end of the period covered by the Access Agreement.

Disabled students - retention/completion

Completion rates of students with disabilities in 2009-10 compared favourably with the percentage of other students successfully completing the Foundation Degrees (33%, compared to 27% of students completed within the expected two year period, the remainder continuing to a third year of study). This is likely to be the result of the dedicated support we provide from the point of application, to ensure conversion to full enrolment, through to the level of continued support we provide for disabled student across all programmes of study at the Institute. We seek to maintain a steady state across the period covered by the Access Agreement with sustained investment in this area.

Progression to further study

In our previous Access Agreement, a target was set for 20% of Foundation Degree students to go on to further study at the IOE by 2010-11. Of the 2009-10 completers, 68% have progressed to study on the B.Ed top up route. We intend to secure this level of conversion and steadily increase it over the period covered by our access agreement with a target of 80% by 2015-16.

5. Monitoring and evaluation arrangements

The Student Experience and Widening Participation Subcommittee (SEWPSC) of the Teaching Committee oversees the IOE's WP activity. The WP Action Plan (2008/09 – 2011/12) is monitored and evaluated by members of this subcommittee who look for evidence and receive reports of WP activity termly.

Recommendations for improving and developing WP activity are made by these designated members to the SEWPSC and then received by the Teaching Committee. In addition the WP Champion and Deputy Champion act as critical friends in different areas of the Institute, further informing our provision. Both are members of SEWPSC and Teaching Committee, and the WP Champion is also a member of SLT. These practices will continue and through these processes the development of WP provision is assured.

In addition to the above, plans are underway to further develop a range of widening participation performance indicators which are appropriate for a provider of primarily post-graduate and post-experience programmes. Using data for 2008-09, and subsequently 2009-10, we plan to conduct an analysis of the undergraduate and PGCE cohorts by Low Participation Neighbourhoods, and by Multiple Deprivation indices. This is particularly important in a context where the current range of sector-wide PIs are not appropriate for the Institute's cohort, but is important in maintaining our commitment to social justice, to ensure that we understand the full range of support our students may require.

During the transitional year, the IOE will be developing a broader range of performance monitoring data, to effectively monitor progress towards the targets set out in our Access Agreement. Progress towards these targets will be monitored by the Student Experience and Widening Participation sub-committee.

6. Provision of information to prospective students

Detailed information for prospective students, including tuition fees, financial support for students (including the range of scholarships and other forms of financial support) will continue to be provided on the IOE's website:

http://www.ioe.ac.uk/studentInformation/66.html

Although the Institute does not currently use the UCAS service for applications to undergraduate programmes, it does participate in the Higher Education Bursaries and Scholarships Scheme (HEBSS) run by the Student Loan Company (SLC). Up to date data will continue to be provided to the SLC to populate their applicant-facing web services as necessary.

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Ethnicity	Recruitment of BME students to the Foundation Degree	2009-10 HESA	1.6	1.6	1.6	1.6	1.6	1.6	See access agreement for a description of this target.
Ethnicity	Completion rates of BME students on the Foundation Degree	2009-10	0.27	0.28	0.3	0.32	0.33	0.34	
Disabled	Recruitment of disabled students onto the Foundation Degree	2009-10	0.07	0.07	0.08	0.09	0.09	0.1	
Disabled	Completion rates of disabled students on the Foundation Degree	2009-10	0.33	0.33	0.33	0.33	0.33	0.33	Steady state maintenance target in a volatile area of provision.
Completion/Non continuation (other - please give details in the next column)	Progression of all students from Foundation Degree to Bachelors top-up route.	2009-10	0.68	0.7	0.72	0.74	0.76	0.8	
Socio-economic (other measure - please give details in the next column)	Analysis of UG cohort based on postcode IMD (mature students)								This is a new milestone and work will be underway in 2010-11 to establish a baseline. We will pilot this analysis on the IOE undergradate cohort before roll out in 2011-12 to the FD, UG and PGCE cohorts.

Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Outreach / WP activity (collaborative - please give details in the next column)	Collaboration with Access HE	2010-11	0	2	3	3	3	3	This is a new collaboration which is being explored during 2010-11 as a pan-London venture. The number of participants and interventions is not year clear but as a minimum we would expect to participate in at least two activities in the first year. The figure provided represents an estimation of the number of interventions although this is likely to change as plans develop. Once planning is completed, we will be able to comment on the number of learners worked with.
Outreach / WP activity (collaborative - please give details in the next column)	Collaborative outreach activity with Bloomsbury Colleges	2010-11	0	2	2	2	2	2	This is a new collaboration which is being explored during 2010-11 as a new venture. The number of participants and interventions is not year clear but as a minimum we would expect to participate in at least two activities in the first year. The figure provided represents an estimation of the number of interventions although this is likely to change as plans develop. Once planning is completed, we will be able to comment on the number of learners worked with.
Outreach / WP activity (collaborative - please give details in the next column)	Collaborative outreach work with UCL	2010-11	0	1	1	1	1	1	We have made a commitment to explore collaborative interventions with UCL . The figure provided represents an estimation of the number of interventions although this is likely to change as plans develop. Once planning is completed, we will be able to comment on the number of learners worked with.
Strategic partnerships (eg formal relationships with schools/colleges/employers)	St Paul's Way Trust outreach and CPS work	2010-11	0	2	2	2	2	2	The figure provided represents an estimation of the number of interventions although this is likely to change as plans develop. Once planning is completed, we will be able to comment on the number of learners worked with.
Strategic partnerships (eg formal relationships with schools/colleges/employers)	Establishment of partnerships with Teaching Schools	2010-11	0	3	tbc	tbc	tbc	tbc	We are currently in discussion with a number of our partnership schools in terms of establishing teaching schools. The figure provided is an estimate of the number of schools at this stage but is likely to grow as plans develop.

Management targets	Development of full range of widening participation performance indicators	2010-11								Operation target - due for completion in 2010-11 to inform future access monitoring from 2011-12 onwards.

Annex A: Access Agreements for 2012-13: OFFA template for mainstream ITT providers (HEIs and FECs)

Name of institution	Institute of Education, University of London

Please complete this template, and the Excel return at Annex B, and return to us using the HEFCE extranet by 30 March 2012.

Where your arrangements are the same as for other courses, we would encourage you to cross-refer to your main agreement wherever possible, rather than seeking to replicate information from that main document here.

Part one: Introduction to your agreement

A. Your current position in relation to access and, where appropriate, retention

Please use this section to set out any specific issues or aims for your access agreement work in respect of ITT that aren't already set out in your existing agreement for 2012-13. This section doesn't have to be long; however, it will help us to understand what your access agreement is setting out to achieve in respect of ITT. You may wish to consider whether there are separate issues for undergraduate and postgraduate ITT.

You may also wish to cross-refer to the issues or aims stated in your main agreement, if appropriate.

Offering predominantly post-graduate, post-experience programmes, there is a limit to how far the Institute of Education can widen participation directly to its own programmes and as such, it is difficult for the IOE to engage in the delivery of traditional outreach activities such as summer schools, and taster days. Nonetheless, in delivering its mission, The Institute is focussed on making a positive contribution to the development of individuals, institutions and societies facing the challenges of change.

This principle governs all our work, determining much of the consultancy, research and areas of our curriculum conducted at the IOE. The activities represented in this return provide an example of the approach taken at the IOE to improve the life chances of learners, especially those facing disadvantage, through wide ranging research and dissemination, informing policy and practice, and developing educators and practitioners.

Detailed analysis of the Institute's current position in relation to access and retention can be found in our 2012-13 access agreement (for Foundation Degree provision) available on the OFFA website:
http://www.offa.org.uk/agreements/AA_0133%20Institute%20of%20Education%201213.pdf

Primary and Secondary PGCE programmes

The recruitment of male students onto the Primary PGCE has been a national priority and was previously supported by TDA funding. The TDA did not set formal targets for this activity, although the Institute committed itself to meeting or exceeding the sector average (which, at that time, was 16%). This target was met in 2006, but then suffered a setback in subsequent years as a result of the withdrawal of TDA funding. In 2009-10 and 2010-11, our performance against this measure has recovered and recruitment data for 2011-12 indicates that male students on our Primary PGCE make up 17% of the population, exceeding our 2006 target. We have taken positive steps in terms of retention with the number of male students on the Primary PGCE completing their studies successfully, rising by nearly 20% over the period 2006-2011.

Recruitment of BME students to the Primary and Secondary PGCE has also been a TDA national priority. The proportion of BME students on the Institute's Primary and Secondary PGCE has been consistently above national average. Until 2010, the TDA required institutions to meet specific targets and provided funding to support this work. The Institute's target in 2008-09 and 2009-10 was 27% and was met in both years. However, the withdrawal of TDA funding has impacted on recruitment of BME students since, falling to 23% in 2010-11 and 24% in 2011-12 and below the London average. Nonetheless, the Institute has performed exceptionally well on this measure compared to the national average, with 11% of the national cohort in 2009-10 represented by BME students, compared to the Institute's 27%.

Figure 1: Percentage of BME students on Primary and Secondary PGCE comparison of IOE with London and Sector averages.
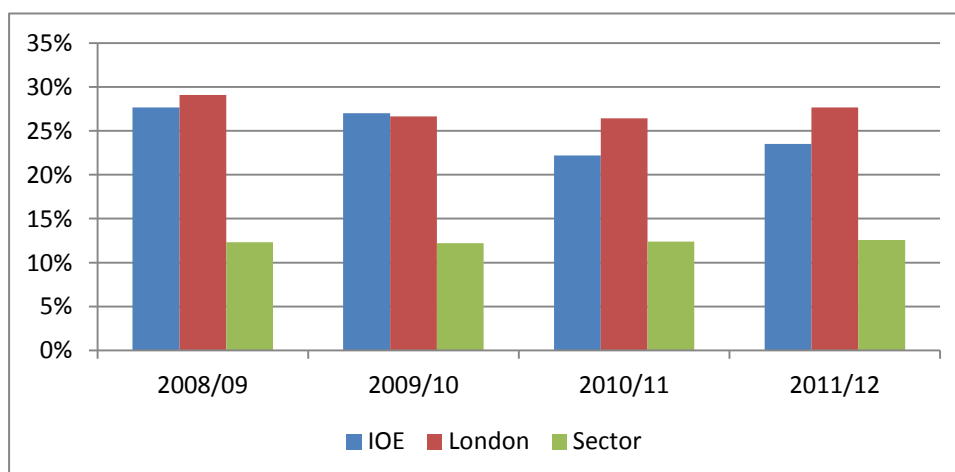
Recruitment of students with disabilities onto the Primary and Secondary PGCE is relatively stable across the sector, between 5.5% and 6.0% annually. The Institute has generally exceeded national averages, particularly in 2010-11 and 2011-12 and performed better than the London average in 2011-12 at 6.6% compared to 5.9%. Our target for this access agreement is therefore to maintain our proportion above national and London average.

Figure 2: Recruitment of students with disabilities on Primary and Secondary PGCE comparison of IOE with London and Sector averages.
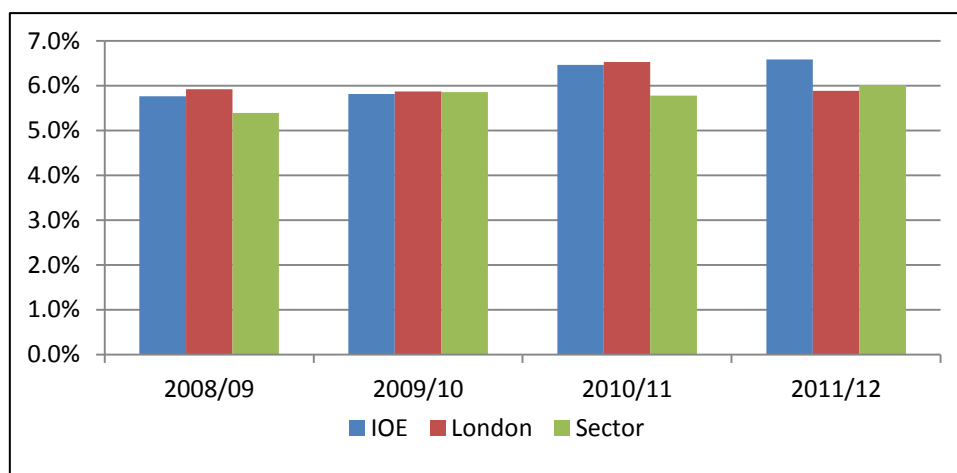
Post-Compulsory PGCE

Our post-compulsory PGCE programmes are highly diverse in terms of recruitment of BME students, partially reflecting the location of our partner colleges and our position in London. Unfortunately, national comparators are not made publicly available for these data, unlike Primary and Secondary ITT data which are made available through the TDA Providers Analysis website.

Applications to all streams of the Post-Compulsory PGCE from BME students are high, ranging between 48% and 54% of all applications received. However, at enrolment stage, the proportion of BME students dips slightly, between 44% and 49%, indicating that we need to concentrate our efforts on ensuring that BME students are supported up to the point of successful application.

Figure 3: Application and enrolment - proportion of BME students on the IOE Post Compulsory PGCE
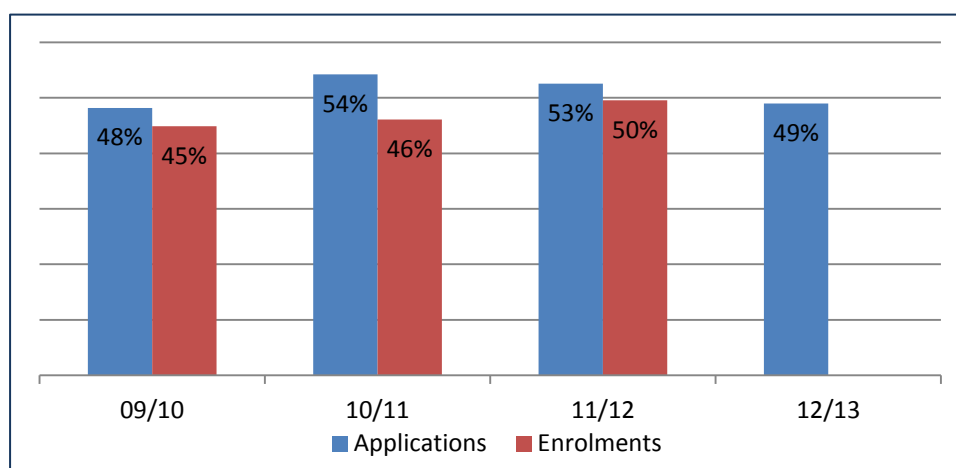
Applications to the post-compulsory PGCE programmes from trainees declaring a disability fluctuates but spiked in 2011-12 at 24% of all applications to the programmes. Likewise, the proportion of students declaring a disability who eventually enrol on the programme also fluctuates, making it difficult to draw out a meaningful trend. However, with applications for the Post-compulsory PGCE being submitted for 2012-13, we will monitor the application to offer conversion rates for these students and make suitable interventions to ensure that conversion to enrolment is achieved. This will include early notification of the support available for disabled students during their studies at the IOE.

Figure 4: Applications and enrolment – proportion of students with disabilities on the IOE Post-Compulsory PGCE
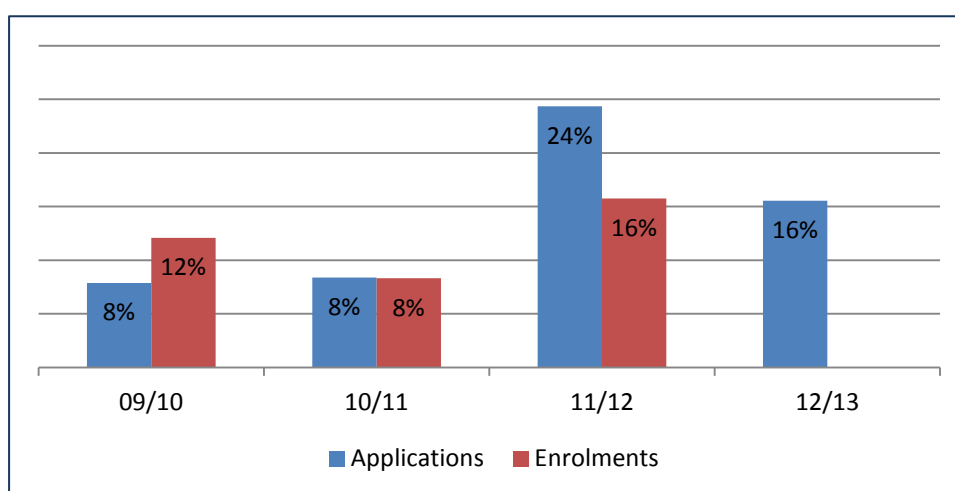
Student support

Until 2011-12, the Institute has offered the IOE bursary to students eligible for financial support. The take-up of the bursary by full time students has been falling since 2008-09 indicating that the Institute needs to focus efforts on ensuring that all eligible students are aware of the financial support available to them. The overall take-up of the IOE bursary by full time students since 2008-09 is as follows:

	2010-11	**2009-10**	**2008-09**
UG FT%	43%	58%	47%
PGCE FT %	47%	51%	55%

Given the perceived complexity of the new student support arrangements, the Institute will invest in additional staffing in 2012-13, to ensure that students are offered sufficient advice and guidance, including information on the range of bursaries, scholarships and financial support available to them. This is particularly important for the IOE, where our strategy is to grow UG numbers, within a mainly post-graduate environment. This growth will attract different types of students to the Institute with support needs we have hitherto not encountered.

Part two: Fee limits, spend on access and financial support for ITT trainees

B. Fees you are proposing to charge for your ITT courses

Your access agreement should set out the tuition fees you intend to charge new entrants to a) undergraduate and b) postgraduate ITT in 2012-13. There is no requirement or expectation that your fee for undergraduate or postgraduate ITT should be the same as for your other courses – this is a matter for you to decide.

Programme of Study	2012-13 Annual Full-time Tuition Fee
Primary PGCE	£9,000
Secondary PGCE	£9,000
Post-Compulsory PGCE	£7,000
These fees will increase annually in line with permitted inflationary increases as determined by Government.	

C. Amounts of additional fee income to be spent on access measures

Taking into account any new access agreement investment relating to ITT, as well as your existing agreement, what is your estimated spend on access measures as a proportion of your income over £6,000 per fee?

As a broad guideline, for undergraduate ITT, our starting expectation is the same as that set out in our original guidance on how to produce an access agreement for 2012-13 (see OFFA 2011/01, paragraph 39). For postgraduate ITT, we would expect you to recycle a minimum of around 10 per cent of your fee income over £6,000 on access or retention measures. (Note: we will be taking a holistic view when considering whether your proposed spend is in line with our expectations. In other words, we do not necessarily require you to ring-fence set amounts for undergraduate or postgraduate initial teacher training. You simply need to make sure that the overall levels of spend – including ITT – are in line with our expectations.)

When combined with our original access agreement for 2012-13, including all ITT investment as well as our Foundation Degrees and new undergraduate programmes starting in 2012-13, we expect to invest over 30% of our tuition fee income above £6,000 on access and retention measures. This includes financial support for students as well as infrastructure investment to deliver new outreach activities which have not historically been a part of the IOE's portfolio.

D. Financial support for trainees

In this section you should set out:

- *what you plan to spend on targeted fee waivers, bursaries and in-kind support for a) undergraduate and b) postgraduate trainees in 2012-13*

- *the amounts of support and the eligibility criteria for new entrants.*

You may wish to state whether the financial support for these trainees is the same or differs from your existing agreement.

For Primary, Secondary and Post-Compulsory PGCE trainees, the Government is making available the following;

Home and EU students holding at least a 2:2 classification on their undergraduate degree on designated Primary and Secondary PGCE programmes in 2012-13 will be eligible for bursary support from the UK Government.

PGCE Secondary Subjects: Physics, Mathematics, Chemistry and Modern Languages
- Trainees with a first class degree will receive £20,000
- Trainees with a 2:1 will receive £15,000
- Trainees with a 2:2 will receive £12,000

PGCE Secondary Subjects: Art and Design, English, English with drama, Geography, History, ICT, Music, Biology and Religious Education
- Trainees with a first class degree will receive £9,000
- Trainees with a 2:1 will receive £5,000

Primary PGCE
- Trainees with a first class degree will receive £9,000
- Trainees with a 2:1 will receive £5,000

Post-Compulsory PGCE
- Trainees undertaking HEI accredited ITT courses with the intention of teaching basic Maths and English in the sector may be eligible for a bursary of £1,500.
- Trainees undertaking an HEI accredited DTLLS or PGCE qualification in other subjects may be eligible for a bursary of £1,000.

Recognising the range of bursaries nationally available to ITT students, our student finance package will therefore be concentrated on providing scholarships to students from the range of groups we have identified as currently under-represented in the IOE student body. To that end the IOE will:

- Participate in the National Scholarship programme for under-graduate students, providing annual matched funding equivalent to the Government contribution (currently £9,000 in 2012-13). Students who are sponsored by their employer will be advised that they are ineligible for support from the national scholarship

programme, in accordance with government-set criteria.
- Offer a means-tested IOE scholarship of £1000 to 30 eligible students from under-represented groups which will be open to students studying for undergraduate programmes and Primary, Secondary and Post-Compulsory ITT trainees.
- Introduce a progression scholarship (£500) in the form of a fee waiver for students from under-represented groups who go on to undertake further study at the IOE on completion of their course.

Under-represented groups at the IOE include:

- Male students undertaking a Primary PGCE
- Students eligible for full student support
- Students eligible for a dependent's grant
- Students eligible for Disabled Student's Allowance
- Students from low-participation neighbourhoods
- Students from a minority ethnic group

Part three: outreach and retention

E. Outreach and retention work

If you are proposing to introduce additional outreach or retention work in respect of ITT, over and above the outreach/retention work you have committed to in your existing 2012-13 access agreement, please include details here.

Alternatively, please indicate where your outreach or retention work in respect of ITT is already covered by your main agreement.

For the purposes of an access agreement, outreach work includes any activity that involves raising aspirations and attainment among potential applicants from under-represented groups and encouraging them to apply to higher education. This includes outreach directed at young or mature students aspiring to full or part-time study. We particularly encourage sustained, co-ordinated activities that work with pupils and other potential applicants over a number of years.

By retention, we mean the additional (new) retention measures you commit to put in place to improve student retention and success (ensuring that trainees from under-represented groups access the full benefits of higher education).

Details of outreach work covering the Institute's provision, including strategic partnerships to widen participation more generally can be found in our existing 2012-13 access agreement.

However, in recognition of national priorities regarding BME participation in Initial Teaching Training, as well as increasing the proportion of Male students undertaking the Primary PGCE, the Institute will conduct additional work to address these priorities in particular.

Males into Primary

The IOE will address the negative stereotypes of males entering primary teaching, through dissemination of appropriate information via the IOE website to encourage men to apply for primary teacher training, organising pre-training induction events and tracking successful trainees into their first year of teaching and possibly beyond in order to monitor and evaluate their impact on the teaching profession.

Recruitment, retention and completion of BME students

The IOE will undertake the development of targeted information to appear on the IOE website to encourage BME students to see the IOE as an appropriate place for them to train to teach. Guidance will be provided for potential applicants on completing application forms, and pre-course induction events will be organised for BME students. Mentoring and coaching of BME student teachers will also be provided while they are on course,

Increased Support for Disabled Students

The increase in staffing to support disabled students will facilitate an enhanced focus on encouraging ITT students to disclose a disability and enable them to obtain appropriate support both within the IOE and while on placement. Further training will be undertaken with staff to enable them to support disabled students appropriately.

Research into Fair Access, Disadvantage and well-being of children

In addition to the activities set out above, the Institute will continue to contribute to the access agenda, informing policy relating to schools, HE, lifelong learning and children's well-being through our research. Recent projects have included:

- A longitudinal examination of the impact of family socio-economic status on outcomes in late childhood and adolescence
- A three year project which aims to investigate educational pathways among young men and women from a public care background in education after the end of compulsory schooling; and to examine how more young people from this background can be retained in further and higher education.
- Post-doctoral fellowship programme, exploring the antecedents, processes, and long-term outcomes of youth transitions, as well as the factors and processes promoting human competences, especially among young people deemed to be at-risk.
- The Educational Strategies of the Black Middle Classes: The research will address a set of complex and relatively neglected questions embedded in the intricate relations between race, social class and education.
- Research aimed at gaining a better understanding of factors and processes that promote the wellbeing of young children, especially those growing up in circumstances of family poverty and hardship.

- Exploring the consequences of uncertainty on school attainment, engagement, and educational participation as well as adult socio-economic and occupational attainment.
- Exploring the intersection of gender and ethnic stereotyping and how it produces forms of exclusion and marginalization for young migrant women in secondary education.

Part four: Targets, milestones and monitoring

F. Targets and milestones

You may choose to develop specific additional targets and milestones which assess your performance in ITT over time – particularly if ITT trainees make up a significant proportion of your overall student body.

Alternatively, you may have targets and milestones in your existing 2012-13 access agreement which you now also wish to apply to undergraduate and/or postgraduate ITT trainees.

These targets may be statistical – based on how representative your entrants are and/or your retention performance – and might include annual or interim milestones to help you monitor whether you are making progress.

You may wish to include criteria around the numbers of trainees in receipt of a full or partial maintenance grant, as financial data will need to be collected to determine bursary support and the data will also be accessible through the Student Loans Company for HEBSS subscribers. You may also wish to consider the TDA guidance at Annex C which gives information on specific groups that are underrepresented in the teaching profession.

In this section, please state whether you intend to develop additional targets and milestones, or the extent to which you intend to use targets and milestones in your existing agreement which you now wish to extend to apply to undergraduate and/or postgraduate ITT trainees. Where you have new or amended milestones and targets, you should set these out in your Excel template (Annex B) at Table 6.

2012-13 is a highly transitional year for recruitment to PGCE programmes. Bursary arrangements have changed significantly, in line with the new fees and funding regime and the sector is reporting a major downturn in the number of applications to PGCE programmes at HEIs. Whilst applications to IOE PGCE programmes remain strong, it is not yet clear what impact the new funding regime will have on the recruitment of trainees from under-represented groups. Our targets, therefore, are focussed on recruitment to PGCE programmes in the first instance, particularly for 2012-13. These targets will be subject to review once the first cycle of enrolments under the new fees and funding regime has taken place. These targets are in-line with national priorities set out by the TDA/Teaching Agency.

Males into Primary:
In our original access agreement, we set ourselves a target of meeting and exceeding the sector average for the proportion of male students recruited onto the Primary PGCE. Although we met this target in 2006, since then, our performance has been below sector and London average. Our target over the period covered by the 2012-13 access agreement therefore is to exceed national average by 1 percentage point by 2016-17.

Black and Minority Ethnic Trainees on Primary and Secondary PGCE:
Our target for recruitment of BME trainees to the Primary and Secondary PGCE is to meet the original TDA target set for the IOE of 27%. Although this target was originally met in 2009-10, the proportion of BME students on these programmes has dropped in more recent years, whilst the London average has remained stable (28% in 2011).

Black and Minority Ethnic Trainees on the Post-Compulsory PGCE:
The proportion of applications to the Post-Compulsory PGCE from BME trainees is currently higher than the proportion who eventually enrol on the programme but has been growing over the last few years. We plan to maintain the proportion of BME trainees enrolling on the Post-Compulsory PGCE at the level achieved in 2011-12, 50% of the overall cohort.

Students with Disabilities
Our target is to maintain the proportion of students with disabilities recruited to the Primary and Secondary PGCE at one percentage point above national average. In 2011-12, the sector average was 6.0%, and London average 5.9%.

G. Your monitoring arrangements

In your existing 2012-13 access agreement, you set out how you intended to monitor your fulfilment of your agreement. If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

The Student Experience and Widening Participation Subcommittee (SEWPSC) of the Teaching Committee oversees the IOE's WP activity and reports to the Senate. The widening participation action plan is due for review and renewal for 2012 which will take place alongside the development of the new IOE Strategic Plan for 2012-2017. The new IOE Strategic Plan will take account of new methods of partnership for ITT provision, different modes of delivery and different types of students accessing our services. Our goals and objectives for widening participation will therefore require considerable review to ensure that they remain current in the rapidly changing external environment.

Recommendations for improving and developing WP activity are made by members to the SEWPSC and then received by the Teaching Committee. In addition the WP Champion and Deputy Champion act as critical friends in different areas of the Institute, further informing our provision. Both are members of SEWPSC and Teaching Committee, and the WP Champion is also a member of the Senior Leadership Team. These

practices will continue and through these processes the development of WP provision is assured. In 2012, we will also recruit to a new post within the IOE management structure which will have Institute-wide responsibility for widening participation, outreach activities and financial support. This member of staff will take forward the delivery of our activities, monitoring of performance and will be responsible for the development of our widening participation strategy.

It is recognised however that for PGCE programmes in particular, 2012-13 is a transitional year. It is not yet clear what the impact of the new fees and funding regime for new entrants will be on the diversity of our student population, although early reports from the sector indicate that applications for places in 2012-13 are significantly lower than for 2011-12 entry. We therefore regard 2012-13 as a transitional year, where we will need to monitor the intake to our PGCE programmes carefully, and redefine our targets, goals and aspirations accordingly.

During the transitional year, the IOE will be developing a broader range of performance monitoring data, to effectively monitor progress towards the targets set out in our access agreement. Progress towards these targets will be monitored by the Student Experience and Widening Participation sub-committee.

Part five: Information to students

H. Provision of information to trainees

As set out in our initial guidance for 2012-13 access agreements (OFFA 2011/01), you must publish clear, accessible and timely information for applicants and trainees on the fees you will charge and any financial support you will offer. This information should make it clear exactly what level of financial support you are offering trainees in each year of their studies. As well as providing clear and up-to-date information through your own information channels (websites, prospectuses etc), you also committed to provide such timely information to UCAS and SLC as they reasonably require to populate their applicant-facing web services. We will assume that this commitment extends to GTTR, where appropriate.

If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

Detailed information for prospective students, including tuition fees, financial support for students (including the range of scholarships and other forms of financial support) will continue to be provided on the IOE's website:

http://www.ioe.ac.uk/studentInformation/66.html

Although the Institute does not currently use the UCAS service for applications to undergraduate programmes, it does participate in the Higher Education Bursaries and Scholarships Scheme (HEBSS) run by the Student Loan Company (SLC). Up to date data will continue to be provided to the SLC to populate their applicant-facing web services as necessary.

Table 6a - Statistical milestones and targets relating to your ITT applicants, entrants or student body (e.g. HESA, GTTR or internal targets)

Course type	Milestone/ Target	Description	Baseline year	Baseline data	Yearly milestones/targets					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
					2012-13	2013-14	2014-15	2015-16	2016-17	
PG	Gender (e.g. male primary teachers)	Recruitment to the Primary PGCE	2011	17%	17%	17%	18%	19%	19%	National average in 2011 is 18%. We plan to exceed this by 1% point but will continue to review national averages and amend our targets accordingly.
PG	Black and minority ethnic groups	Recruitment to the Primary and Secondary PGCE	2011	23%	24%	25%	26%	27%	27%	TDA target for IOE was originally 27%. Current London average is 28% in 2011-12.
PG	Black and minority ethnic groups	Conversion of application to enrolment on the Post-Compulsory PGCE	2011	50%	50%	50%	50%	50%	50%	Maintain proportion of enrolment of BME students at 50% over the period covered by the access agreement through period of major change in the funding of the Post-Compulsory sector. The proportion of applications for 2012-13 from BME students to the IOE Post-Compulsory PGCE currently lower than 2011-12 (2012-13: 49%, 2011-12: 53%).
PG	Disabled Students	Recruitment to Primary and Secondary PGCE	2011	6.60%	7%	7%	7%	7%	7%	Maintain proportion of trainees with a disability enrolling on the Primary and Secondary PGCE at 1 percentage point above national average. National averages to be monitored on an annual basis to ensure targets are up to date.

Initial teacher training fees and financial support template 2012-13 - mainstream ITT providers

Institution name: Institute of Education
Institution code: 10007766

Table 6 - Targets and milestones

Table 6a - Statistical milestones and targets relating to your ITT applicants, entrants or student body (e.g. HESA, GTTR or internal targets)

Course type	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
					2012-13	2013-14	2014-15	2015-16	2016-17	
Postgraduate	Gender (e.g. male primary teachers)	Recruitment to the Primary PGCE	2011	0.17	17%	17%	18%	19%	19%	National average in 2011 is 18%. We plan to exceed this by 1% point but will continue to review national averages and amend our targets accordingly.
Postgraduate	Black and minority ethnic groups	Recruitment to the Primary and Secondary PGCE	2011	0.23	24%	25%	26%	27%	27%	TDA target for IOE was originally 27%. Current London average is 28% in 2011-12.
Postgraduate	Black and minority ethnic groups	Conversion of application to enrolment on the Post-Compulsory PGCE	2011	0.5	50%	50%	50%	50%	50%	Maintain proportion of enrolment of BME students at 50% over the period covered by the Access Agreement through period of major change in the funding of the Post-Compulsory sector. The proportion of applications for 2012-13 from BME students to the IOE Post-Compulsory PGCE currently lower than 2011-12 (2012-13: 49%, 2011-12: 53%).
Postgraduate	Disabled	Recruitment to Primary and Secondary PGCEs	2011	6.600000000 0000003E-2	7%	7%	7%	7%	7%	Maintain proportion of trainees with a disability enrolling on the Primary and Secondary PGCE at 1 percentage point above national average. National averages to be monitored on an annual basis to ensure targets are up to date.

Table 6b - Other milestones and targets relating to ITT students

Alongside applicant and entrant targets, you may wish to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Course Type	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximium)
					2012-13	2013-14	2014-15	2015-16	2016-17	